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AUTHOR Buckley, Helen
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ABSTRACT

The Comprehensive Teacher Training Project (CTTP) was an innovative and successful Caribbean project in distance learning designed to assist prospective or untrained teachers to qualify for entry to training colleges, to produce four Caribbean Examinations Council (CXC) "O" level courses, to develop a delivery and distribution system, and to promote the development of distance education in the region and abroad. The project has consistently worked to maintain a learner centered focus. Courses were developed in English, mathematics, social studies, and integrated science. Material in all four courses was print-based with anticipated audio and face-to-face supports. Courses were divided into self-study learning packages called modules made up of several lessons, with each lesson to be completed at one sitting. Based on recent experience, it is estimated that the part-time adult learner should take approximately one to one and one-half years to complete the English course, from one and one-half to two years to complete the Social Studies course, and two years to complete the mathematics and science courses. Internal evaluation of the entire CTTP has been very good to excellent despite various problems. Data on learner characteristics, performance and feedback throughout the field-testing period has been collected and analyzed for the module revisions process. Of 95 field testing learners who wrote CXC exams in June 1992, 47 passed. In addition to the examination results and feedback from learners, comments indicating satisfaction with the program are summarized in the conclusion. (JB)

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**THE CTTT - AN INNOVATIVE AND SUCCESSFUL
CARIBBEAN PROJECT USING DISTANCE LEARNING**

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Submitted by :

Ms Helen Buckley

OCOD/CTTP Project Co-ordinator

Castries ST. LUCIA

November 25, 1992

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Submitted to :

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Submitted by :

Ms Helen Buckley

OCOD/CTTP Project Co-ordinator

Castries ST. LUCIA

November 25, 1992

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- 1. Academic Upgrading of Unqualified Teachers in the Windward Islands by Distance Teaching, by Errol Miller 1987**
- 2. Facilitating Adult Learning at a Distance: OCOD - CTTTP Training Manual , by Lyngrid S. Rawlings 1987**
- 3. Comprehensive Teacher Training Project: Plan of Operation for the Project - Phase 1, by Salasan Assocaites, Inc.**
- 4. The Comprehensive Teacher Training Program (brochure)**
- 5. OCOD Semi-Annual Report to CIDA : Canadian International Development Agency Re: Project # 0100920 - S 22568
15 April 1990**
- 6. OCOD Semi - Annual Report to CIDA: Canadian International Development Agency RE: Project # 010920 - S 22568
15 November 1990**
- 7. OCOD-CTTP Test Evaluation Report, by Dr. Leonard Shorey, 1991**
- 8. OCOD - CTTTP Learner Supports Package: Learner Workshops 1991**
- 9. OCOD-CTTP INTEGRATED SCIENCE - SCHOOL BASED
ASSESSMENT MARKER / TUTOR HANDBOOK**
- 10. OCOD-CTTP OFFICE MANUAL, by Gene Walters 1992**
- 11. OCOD. Report on the Comprehensive Teacher Training Project (CTTP)
to OCOD Board of Directors, Winnipeg, Manitoba, Canada , by
Helen Buckley, 22 February 1992**
- 12. OCOD Semi - Annual Report to CIDA: Canadian International Development Agency, re: Project # 010920 - S 37082
by Dr., heather Sharman, 15 April 1992**
- 13. OCOD - CTTTP Progress report to OCOD - CTTTP Country Co-ordinators and
Their National Advisory Committees, by Helen Buckley, October 1992**

INTRODUCTION

What makes a project in human resource development innovative and successful? The answer to this question is multi-faceted and multi-dimensional. The word *innovative* traces its roots to the Latin verb *NOVARE* meaning to 'make new', 'alter' or 'change'. The word *successful* comes from the Latin *SUCCEDERE* meaning to 'go' or 'accomplish one's purpose'. When evaluating a project, especially involving education or change of individuals, context and time are as important as product and process.

To change knowledge, skills, attitudes and values in a culturally relevant setting involves ownership of the problem as well as the solution by the major stateholders. Vision, collaboration, flexibility and constant feedback to a dynamic and developmental process are paramount. So too is a learner-focus, as most people know what they want and why they want something. Attention to detail often accompanies excellences which results in accomplishing one's purpose.

This paper attempts to describe the Comprehensive Teacher Training Project (CTTP) as an innovative and successful Caribbean project in distance learning. The purpose, modality and some of the results achieved and reports available are shared with the reader.

BACKGROUND

The Organisation for Co-operation in Overseas Development (OCOD) is a voluntary, non-profit organization based in Winnipeg, Canada. Funded by the Canadian International Development Agency (CIDA), the organisation seeks to assist the Commonwealth Caribbean countries it serves to achieve self-sufficiency in the teaching profession.

During its twenty-year history in the Caribbean, OCOD has always attempted to react to requests from host country governments in assisting them to meet the in-service and pre-service training needs of their teachers. Many think that this has been done in a well-planned, professional, collaborative and cooperative way. The OCOD Summer Workshops, the Advanced Regional Programme, the Dominica Long Term Project, dissemination of the Trent University Scholarships and the establishment of a Regional Office all attest to this fact.

The Eddy Report (December, 1984), the Binda Report (August, 1986), The Etherington/Issac Report (January, 1987) discussed concerns and issues related to teacher education in the region. The results of discussions held at an OCOD Think Tank in Jamaica (1986) also considered OCOD's future role in educational development in the Caribbean. Rising populations, economic cutbacks, stronger regionalism and more strictly enforced entrance requirements to local teachers' colleges and the University of the West Indies all pointed to the need for academic up-grading as well as the development of pedagogical skills, especially for untrained teachers.

Results from various evaluations conducted by OCOD and CIDA suggested that, while a two-week workshop for beginning teachers emphasized pedagogical skills was appreciated by neophyte teachers, they would never be able to raise their status, pay and establish pension rights within the profession unless they were trained at a teachers' college. They are now unable to gain entry into these colleges unless they have the newly required entry qualifications based on results from examinations conducted by the Caribbean Examinations Council (CXC) or (G.C.E) - 'O' Levels conducted by the London or Cambridge examination boards.

While the thrust of the OCOD Summer Workshops is wider than the needs of untrained teachers, the numbers were so large as to suggest a separate OCOD project for this target group. Therefore, based on various reports from the sub region and a special meeting of Ministers of Education organized by OCOD's Regional Office in St. Lucia in January, 1988, the Comprehensive Teacher Training Project (CTTP) was established in 1989.

PROJECT OBJECTIVES

The CTFP was conceptualized to include two distinct phases. The first was to be the Curriculum Development-Field Testing Phase while the second was to be the wider Implementation Phase based on a successful evaluation of phase I.

The Objectives of phase I were to:

1. Consistently maintain a 'learner focus' by assisting untrained teachers to qualify academically for entry to their training colleges.
2. Design, write, field-test, evaluate and revise four CXC O'level general courses in English Language, Mathematics, Social Studies and Integrated Science.
3. Design and develop a distribution and delivery system incorporating adult education and distance education support strategies specific to the needs of the learners in Dominica, St. Lucia and St. Vincent and the Grenadines in the first instance.
4. Promote the development of Distance Education in the region and abroad.

PROJECT MODALITY

The curriculum to be written and field-tested in the first phase of the project was to be print-based and then audio-supported distance education learning material based on the Caribbean Examination Council (CXC) general syllabus.

CTFP PHASE I - CURRICULUM DEVELOPMENT - FIELD TESTING PERIOD: 1989-1992	
Topic	Description
Countries	Dominica, St. Lucia, St. Vincent and the Grenadines
Learners/Field Testers	120 unqualified elementary - school teachers nominated by their ministries, interviewed and selected by national advisory committees through OCOD.
Subjects	English Language, Mathematics, Social Studies and Integrated Science at CXC - 'O' Level
Delivery Strategies	Adult education/distance education principles advocated: strong emphasis on training print-based, audio-supported distance education modules learner/marker-tutor ratio 12:1 telephone tutoring and monthly face-to-face sessions. field-testing staff and learner feedback.
Personnel	Curriculum Staff: module drafters, editors, team leaders, consultants, writers, rewriters. Production staff: consultants, administration, proof-readers, word processors, illustrators, assemblers and distributors, audio team Field-Testing Staff: country co-ordinators, marker/tutors, consultants, learners
Linkages	Caribbean CXC, UWI, Ministries of Education, Teachers' Colleges, SALCC, CARNEID and others Canadian: Canadian High Commission Barbados; CIDA, CODE, AUCC, U of M, UBC, NIC, AU, Fanshawe College, CBC - Winnipeg, various Manitoba school divisions and others. International: COL, SCET, OU, UW, ICDE and others

MAINTAINING A LEARNER - FOCUS

Because many correspondence courses have an 80 to 100% drop out rate, the goal that both the material developed and the delivery system used be learner focussed is of prime importance. This issue was an underlying principle throughout the development of all the steps in the project. These steps are outlined in the conceptual map in table 2.

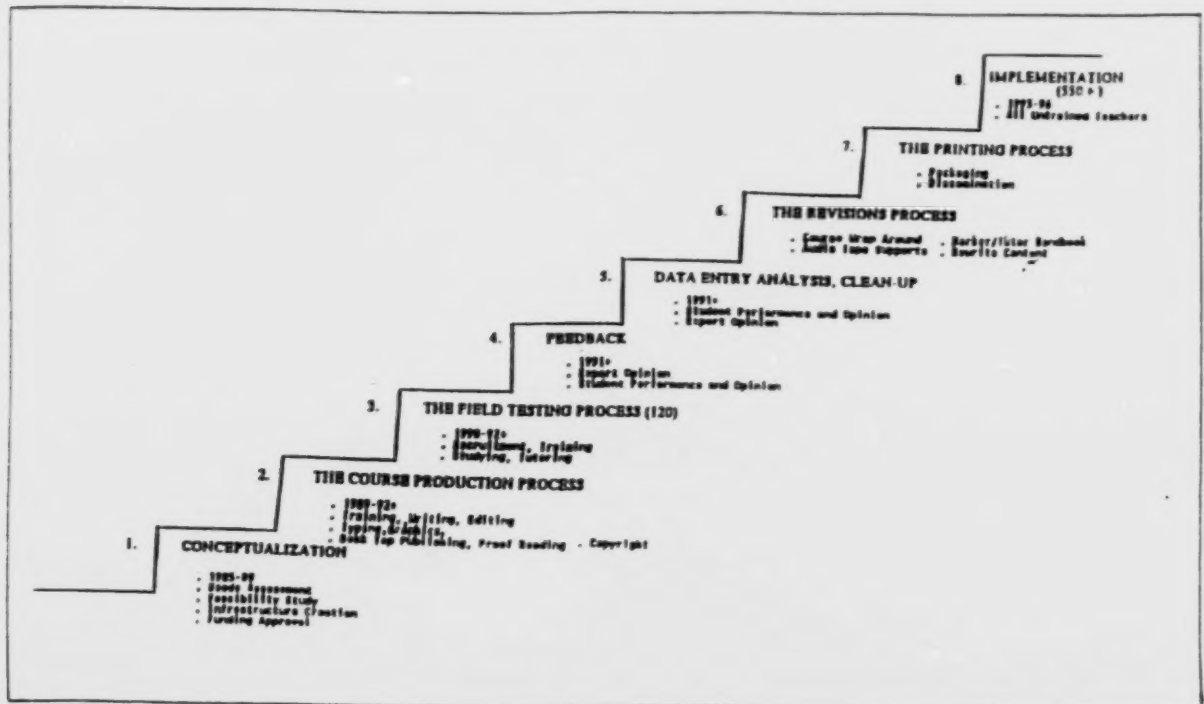


TABLE 02 : STEPS IN OCOD'S CTPP: A CONCEPTUAL MAP

Currently the project is in step # 6. Assuming that the external evaluation will be as positive as the internal one conducted by Miller in May 1993, the completed, field-tested, and revised material should be ready for printing (step 7) and wider distribution (step 8) as phase II begins in October 1993.

The Course Conduct and Content

The material in all four courses, designed for the busy teacher, is print-based with anticipated audio and face-to-face supports. Courses are divided into self-study learning packages called modules. Each module contains lessons which can be completed at one sitting.

Based on learner feedback and their performance results on the CXC examinations conducted in June, 1992, it is expected that the part-time adult learner should take approximately 1 - 1 1/2 years to successfully complete the English Course and 1 1/2 - 2 years to complete the Social Studies course. The mathematics and science courses should take 2 years to complete especially if these subject have not been attempted before.

Recommended pacing for the courses is five school terms of study leaving one school term for revision prior to the examination. It is expected that individual learners will design their own programmes of study with their marker/tutors who will be further trained in academic and personal counselling skills. A description of each course follows.

English Language

The sequential English Language course consists of 22 modules or 107 lessons, a revisions guide and two textbooks. Various levels of grammar, comprehension and the writing of continuous prose are included.

Mathematics

Entitled *Mathematics for Success*, this course includes 30 modules or 156 lessons, two text-books and various interim tests. The level of difficulty progresses from a review of computation, problem solving and number theory to consumer math, algebra, measurement and geometry. The later modules also cover topics on relations, functions and graphs, vectors and matrices, trigonometry and statistics.

Social Studies

Focussing on the Caribbean, this topical course consists of 33 modules or 132 lessons and 2 textbooks. Core topics covered are: *The Individual and the Family*, *The Individual and Society* and *The Development and uses of Resources*. Optional topics include: *Tourism*, *Consumer Affairs and Co-operatives*. Learners are expected to complete some field work for a school-based assessment.

Integrated Science

This course combines numerous topics from biology, chemistry, physics and general science. It consists of 37 modules covering 157 lessons. Accompanying the course are three textbooks and two school based assessment manuals - one for learners and one for marker/tutors. While many experiments are designed to be done at home, learner attendance at a local lab is compulsory.

LEARNER ACHIEVEMENTS

The internal evaluation of the entire CTP Project so far has been *very good to excellent* in spite of numerous problems encountered during the last 3 1/2 years. All four CTP objectives will have been met by March 1993.

Data on learner characteristics, performance and feedback throughout the field-testing period has been carefully collected and analyzed for the module revisions process. Input from the curriculum development team, the field-testing staff and the module production staff has also been collected and analyzed using both qualitative and quantitative measures. A list of available reports on six topics related to the entire CTP project is included for those interested in more details regarding both the production of the content and the development of the delivery process over the last 3 1/2 years.

- All four courses have been produced and delivered to the field-testing learners. Scores on End of Module Tests and feedback on learner module-evaluation forms show the percentage average module completion rate up to the CXC exam for those writing in June 1992. These figures are included in Table 04.

	EN	MA	IS	SS
DOMINICA	85.4%	58.3%	X	71.7%
ST. LUCIA	64.5%	37%	32.9%	58.3%
ST. VINCENT	74.6%	50%	61%	X

TABLE 04 : OCOD/CTTP PERCENTAGE AVERAGE MODULE COMPLETION RATES UP TO CXC EXAM FOR THOSE WRITING THE JUNE 1992 EXAM

- Twenty-seven CTTTP registrants completed their entry level requirements to their teachers' training colleges during the field testing period. Some claimed that studying even a part of the program helped them to achieve their personal goals while others stayed with the programme even though they were also attending college.
- Of the 121 field testing learners, 95 wrote their CXC exams in June 1992 and 47 of them obtained a level 1 or 2 pass. Table 05 outlines all the percentage pass rates by country and subject where as table 06 shows the percentage pass rates of persons studying the subject for the first time.

	EN	MA	IS	SS
DOMINICA	40%	38%	x	78%
ST. LUCIA	27%	33%	100%	92%
ST. VINCENT	17%	13%	75%	X

TABLE 05 : OCOD/CTTP CXC EXAM RESULTS, JUNE 1992 & NUMBER OF LEVEL 1 AND LEVEL 2 PASSES

	EN	MA	IS	SS
DOMINICA	20%	38%	X	78%
ST. LUCIA	0%	11%	80%	67%
ST. VINCENT	0%	13%	75%	X

TABLE 06: % RATE OF LEARNERS WHO NEVER SAT THIS SUBJECT EXAM BEFORE ENROLLMENT IN CTPP AND WHO GOT A LEVEL 1 OR LEVEL 2 PASS IN THE 1992 JUNE EXAMS

When compared to the pass rate for other adult learners studying on their own or attending evening classes and registering as private candidates, the CTPP results are positive indeed. When compared to the national pass rates of secondary school students in the three countries, the 1992 field testing group performed better than the school children in four of the nine areas reported. (See Appendix A). Comparisons will continue as the remaining field-testing learners in Maths and English write their CXC exams in January 1993.

CONCLUSION

One cannot judge human resource development, innovation and success however only through examination performance and feedback from learners.

Interviews with some writers who are classroom teachers indicated a more learner-centered approach to students in their classrooms and a greater emphasis on higher level thinking skills after working with the CTPP. A revived interest in planning and evaluating performance based on objectives was also mentioned. Some writers also reported an increased interest in gender free writing styles, curriculum development and distance education.

Using various computer software programmes for word processing, data bases, spreadsheets, graphics and desktop publishing are also skills developed by employees in Regional Office involved in the production process. Some of our younger staff members are now showing a greater interest in their own academic upgrading - especially in Mathematics.

The country co-ordinators and marker-tutors involved in the delivery/tutoring process have also indicated a change in the way they approach their full-time teaching jobs especially when they relate to academic and personal counselling of students.

People involved in CXC test preparation and marking said they are more aware of improved test construction methods. They now have practical experience in writing across the curriculum and relating curriculum content to the learners' experiences and local conditions.

Course developers at other distance education institutions in various parts of the world, especially at the University level, continue their interest in, support of and sharing information with the project.

So, has this project *'made new'*, *'changed'* and helped to *'accomplish their purposes'*? From all indicators the answer by most is a resounding 'YES'. The project, so far has been successful as it seeks to provide a guided academic educational opportunity for home-study of the remaining untrained teachers in the Windwards Islands.

No doubt other educational associations and institutions in the OECS and other CARICOM countries will also design creative uses for the OCOD/CTPP material and successful learner support strategies in the future.

REPORTS, PAPERS, PRESENTATIONS

The following documents regarding the Comprehensive Teacher Training Project can be obtained by interested persons involved in research of distance education issues. They may be available upon request by contacting either the

The Executive Director
OCOD Head Office
800 Archibald Street
Winnipeg, Manitoba
CANADA R2J 0Y4

OR

The Project Co-ordinator
OCOD Regional Office
P.O. Box 129
The Morne, Castries
ST. LUCIA

Phone No: 204-233-4282
Fax No: 204-231-2752

Phone No: 809-452-27955
Fax No: 809-453-0127

(especially those dated prior to 1989)

(especially those dated after 1989).

Background Information

- The Eddy Report. (1984)
- Recommendation from the Jamaica Think Tank. (1986)
- The Binda Report. (1986)
- The Etherington/Issac Report. (1987)
- *Defining Distance Education: Realities in the 80's*. (paper presented at the OCOD-Ministers of Education Consultative Conference, H. Buckley, 1989)

Project Design

- *Academic Upgrading of Unqualified Teachers in the Windward Islands by Distance Teaching: A Feasibility Study*. (E. Miller, 1987)
- *Plan of Operation Comprehensive Teacher Training Project Phase 1*. - (Salasan Associates Inc., 1988)
- *Facilitating Adult Learning at a Distance: OCOD Training Manual for the Distance Education Project*. (L. Rawlings, 1988)

Programme Design and Progress

- *Facilitating Adult Learning at a Distance: OCOD Training Manual for the Distance Education Project*. (L. Rawlings, 1988)
- *OCOD/CTTP Writers workshop # 1 - Focus: Context, Reader Friendly Writing and Learning at a Distance: Evaluation Report*. (H. Buckley, 1989)
- *OCOD and the CTPP: A Report Prepared for the Desk of the OECS*. (H. Buckley, 1989)
- *OCOD Regional Office Annual Report*. (A. Isaac, 1989)
- *OCOD/CTTP Newsletter # 1*. (H. Buckley, 1989)
- *OCOD/CTTP Writers Workshop #2 - Focus: Assessment in Course Design Evaluation Report*. (H. Buckley, 1990)
- *OCOD/CTTP Writers Workshop # 3 Report - Focus Wrap Around Writing for Lessons and Module*. (H. Buckley, 1990)
- *Working Proposal for Audio Tape Production*. (L. Hughes, 1990)

- *OCOD Regional Office Annual Report* (H. Edwards, 1990)
- *OCOD/CTTP Newsletter # 2* (H. Buckley, 1990)
- *OCOD/CTTP Newsletter # 3 - An Update* (H. Buckley, 1991)
- *Readability Assessment of Modules in the OCOD/CTTP* (S. McCaig, 1991)
- *OCOD/CTTP Newsletter # 4 - An Update* (H. Buckley, 1991)
- *OCOD Regional Office Annual Report* (G. Walters, and H. Buckley, 1991)
- *Module Assessment Plan: Analysis of Test Data in Social Studies and Integrated Science*. (L. Shorey, 1991)
- *Regional Office Staff Positions and Job Descriptions*. (G. Walters, 1992)
- *Tracking a Piece of Writing through the CTTP Production Process*. (H. Buckley, 1992)
- *Module Production and Distribution Record for CTTP Courses*. (C. Louisy, D. Roachford, C. Henry, 1992)
- *Formatting Modules in OCOD/CTTP Works, Publish It and Ventura*. (E. Roachford, 1992)
- *OCOD/CTTP Graphics Report*. (C. Henry, 1992)
- *OCOD/CTTP Obtaining Copyright Report*. (T. Blasse, 1992)
- *Report on the Comprehensive Teacher Training Project to OCOD Board of Directors* (H. Buckley, 1992)
- *Topics, Titles, Times of OCOD/CTTP Courses in English, Maths, Social Studies and Integrated Science*. (H. Buckley, 1992)
- *OCOD Regional Office Annual Report for 1992*. (G. Walters and H. Buckley, 1992)
- *Newsletter # 5 - An Update* (H. Buckley, 1992)

Field-Testing Design and Progress

- *Facilitating Adult Learning at a Distance: OCOD Training Manual for the Distance Education Project*. (L. Rawlings, 1988)
- *OCOD Regional Office Annual Report for 1989* (A. Issac, 1989)
- *The Role of the Country Co-ordinator in the CTTP Field Testing Period-Focus on Student Supports*. (H. Buckley, 1990)
- *OCOD/CTTP: Profile of the CTTP Learner* (H. Buckley, 1990)
- *Setting the Context for Independent Learning at a Distance - The Learner Orientation Week Long Workshops Evaluation Report*. (H. Buckley, 1990)
- *OCOD-CTTP The Role of the Marker/Tutor in the CTTP Field Testing Period-Focus on Student Supports -Evaluation Report*. (H. Buckley, 1990)
- *OCOD Regional Office Annual Report*. (H. Edwards, 1990)
- *An Introductory Study Booklet for OCOD/CTTP Learners*. (H. Buckley, 1991)
- *OCOD/CTTP Newsletter # 3 An Update*. (H. Buckley, 1991)
- *OCOD/CTTP Field Test Report #1 - Field Visits, Revision Form Assessment, Learner Feedback on Module Contents and the Delivery Process*. (H. Buckley, 1991)
- *Learner Workshops - Academic upgrading and Learner Supports. (OCOD/CTTP)*
- *CTTP Planning Helps Pacing*. (H. Buckley, 1991)
- *OCOD/CTTP Newsletter # 4 - An Update*. (H. Buckley, 1991)
- *OCOD Regional Office Annual Report*. (G. Walters and H. Buckley, 1991)
- *CTTP Learner Journals*. (H. Buckley, 1991)
- *Charting Progress in the CTTP Field Process*. (H. Buckley, J. Joseph and I Lockhart 1992)
- *Report on the Comprehensive Teacher Training Project to OCOD Board of Directors*. (H. Buckley, 1992).
- *Evaluation of the CTTP Field Testing Process : Preparing Future Country Co-ordinator and Marker/Tutor Handbooks*. (H. Buckley, 1992)
- *Analysis of Marker Tutors and Successful Learners Course Feedback Information*. (H. Buckley, 1992)
- *OCOD Regional Office Annual Report for 1992*. (G. Walters and H. Buckley, 1992)
- *Newsletter # 5 - An Update*. (H. Buckley, 1992)

Project Evaluation and the Future

- *OCOD/CTTP Field Test Report 2: Regional Responses Concerning the Future of OCOD's CTPP Learners, Marker/Tutors, National Advisory Committees.* (H. Buckley, 1992)
- *The Comprehensive Teacher Training Program: An Information Brochure.* (H. Buckley, 1992)
- *Internal Evaluation of the Comprehensive Teacher Training Project.* (E. Miller, 1992)
- *Progress Report to OCOD/CTTP Country Co-ordinators and their National Advisory Committees re: CXC Learner Characteristics and Performance.* (H. Buckley, 1992)
- *Analysis of Learners' Module Evaluation Forms in Preparation for the CTPP Revisions Workshop.* (H. Buckley, 1992)
- *Progress Report on the OCOD/CTTP Distance Education Project for the OECS Ministers of Education Conference.* (H. Buckley, 1992)

Networking in Distance Education

- *Report to OCOD on the International Council for Distance Education Fifteenth World Conference: Distance Education: Development and Access.* (H. Buckley, 1990)
- *Report to OCOD on the Research in Distance Education: Setting a Global Agenda for the 1990's ICDE pre Conference.* (H. Buckley, 1990)
- *Factors to Consider when Modularizing your Curriculum.* (H. Buckley, 1991)
- *Socialization of Caribbean Untrained Teacher in OCOD's/CTTP: A Dilemma for a Populist Course Developer.* (H. Buckley, 1991)
- *Contextual Dilemmas of a Foreign Distance Education Course Developer: Racism, Classism and Sexism Issues in Project Design.* (H. Buckley, 1991)
- *Alliance of Canada and the OECS in Distance Education. OCOD and the CTPP.* (H. Buckley, 1992)

APPENDIX A

Success Comparisons

The following four tables attempt to compare the successes of the CTPP teachers with those of other adult learners listed as private candidates. It also compares result of the school children writing CXC examinations in the three field-testing countries. Results for English, Maths, Social Studies and Integrated Science are shown.

TABLE 01 : ENGLISH A (GENERAL): A COMPARISON OF LEVEL 1 AND 2 PASSES IN THE THREE FIELD-TESTING COUNTRIES BY PERCENT

	School Children 1990	Private Candidate 1991	OCOD/CTTP LEARNERS 1992
DOMINICA	38.8	9.24	40
ST. LUCIA	36.95	13.31	26.66
ST. VINCENT	32.84	9.76	16.66

Sources : CXC Yearly Performance Rates - Appendix D of Foundation for the Future
OECS Education Reform Strategy (1991); CXC-Barbados Examinations
Administration Division 1992, OCOD/CTTP Regional Office (1992)

TABLE 02 : MATHS - (GENERAL): A COMPARISON OF LEVEL 1 AND 2 PASSES IN THE THREE FIELD-TESTING COUNTRIES BY PERCENT.

	School Children 1990	Private Candidate 1991	OCOD/CTTP LEARNERS 1992
DOMINICA	29.15	15.24	37.50
ST. LUCIA	42.04	16.13	33.33
ST. VINCENT	42.25	24.24	12.50

Sources : CXC Yearly Performance Rates - Appendix D of Foundation for the Future
OECS Education Reform Strategy (1991); CXC-Barbados Examinations
Administration Division 1992, OCOD/CTTP Regional Office (1992)

TABLE 03 : SOCIAL STUDIES (GENERAL): A COMPARISON OF LEVEL 1 AND 2 PASSES IN THE THREE FIELD-TESTING COUNTRIES BY PERCENT.

	School Children 1990	Private Candidate 1991	OCOD/CTTP LEARNERS 1992
DOMINICA	unavailble	51.06	77.7
ST. LUCIA	71.	39.86	91.6
ST. VINCENT	55.3	53.27	not tested

Sources : CXC Yearly Performance Rates - Appendix D of Foundation for the Future
OECS Education Reform Strategy (1991); CXC-Barbados Examinations
Administration Division 1992, OCOD/CTTP Regional Office (1992)

TABLE 04: INTEGRATED SCIENCE - (GENERAL) : A COMPARISON OF LEVEL 1 AND 2 PASSES IN THE THREE FIELD-TESTING COUNTRIES BY PERCENT.

	School Children 1990	Private Candidate 1991	OCOD/CTTP LEARNERS 1992
DOMINICA	unavailble	50	not tested
ST. LUCIA	42.9	none registered	100
ST. VINCENT	81.2	100	74.99

Sources : CXC Yearly Performance Rates - Appendix D of Foundation for the Future
OECS Education Reform Strategy (1991); CXC-Barbados Examinations
Administration Division 1992, OCOD/CTTP Regional Office (1992)